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ABSTRACT

This report describes the proceedings and results of one part of a research project to determine the educational and public service needs of the service area of KOCE, a public UHF television station owned and operated by the Coast Community College District. Information resulting from meetings of 10 discussion panels--professional and white collar workers, Mexican Americans, senior citizens, blue-collar workers, 18- to 25-year-olds, women, junior/senior high school students, handicapped, fifth and sixth grade children, and college level educators--is reviewed, and the views of community reactor groups to the panel discussions are presented. Conclusions are provided. (DB)

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KOCE-TV

NEEDS-ASSESSMENT SURVEYS

TARGET POPULATION REACTOR GROUPS

OFFICE OF INSTITUTIONAL RESEARCH

APRIL, 1974

JC 740 216

PREFACE

This report describes the proceedings and results of one portion of a research project funded by the Corporation for Public Broadcasting to determine the educational and public service needs of the service area of KOCE, a public UHF television station owned and operated by the Coast Community College District. The portion discussed in these pages brought together lay persons from the community to react to a number of panel discussions of various target populations of Orange County, California.

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KOCE, Channel 50, is a noncommercial educational broadcasting television station serving Orange County, California. The station began broadcasting in November, 1972, serving Orange County with a type of programming which had not previously been available to local audiences. KOCE has embarked upon a program of extending education by means of transmitting college courses and by comprehensive public service broadcasting to the Orange County area.

In the spring of 1973, the Coast Community College District received a grant from the Corporation for Public Broadcasting. Among other things, the grant provided resources to conduct a number of panel discussions about the needs of specific target population groups in Orange County. The panel discussions were all video taped at the KOCE studios. Five groups of community lay persons were later invited to the studios to review the video tapes and to provide reactions to the opinions of the original panel participants. Altogether 154 persons from the Orange County community have participated in this project. In terms of numbers, this makes our project one of the

more comprehensive needs-assessment surveys of Orange County that we know about.

This report will review information resulting from the original panel discussions which is presented in detail in the report entitled Target Population TV Discussion Panels. It will also present the views of the reactor groups to the original panel discussions and will discuss conclusions and recommendations based upon these findings.

To launch the project a number of meetings were held with various college officials to determine the specific target population groups we should correspond with and to articulate areas of interest about which we should conduct panel discussions. Initially, we identified eight target population groups such as the handicapped and senior citizens. Panel discussions about them were held in the fall of 1973. During the discussions, the panelists considered the basic questions "What are the basic public service and educational needs of your group?" When all eight were completed, we held two more bringing the total to ten. Table I shows the target population represented by the ten panels and the number of panelists on each. The final two panels cannot be said to represent the views of any particular target population group. Rather, they brought together people who could provide us with information particularly pertinent to several activities contemplated by KOCE.

DISCUSSION PANEL	NUMBER OF MEMBERS
1. Professional and White Collar Workers	7
2. Mexican-Americans	6
3. Senior Citizens	7
4. Blue Collar Workers	6
5. 18 to 25 Year-Olds	6
6. Women	7
7. Junior/Senior High School Students	5
8. Handicapeed	7
9. Fifth and Sixth Grade Children	8
10. College Level Educators	7

TABLE I

TARGET POPULATION PANELS

Although not followed consistently in each panel discussion, the various areas of panel interest appear in the final Appendix of Target Population TV Discussion Panels. The discussions covered such broad topics as general education, personal development, employment preparation, awareness of current events, and educational television.

The panelists were not demographically representative of the Orange County population and were not intended to be. Instead, we strove to identify persons who were particularly knowledgeable and articulate about the problems and needs of each target group. Within

the constraint, as well as within limitations imposed by our methods of ferreting out panelists, we also strove for balanced geographic, ethnic, and age representation. Details of panelist selection can be found in Target Population TV Discussion Panels.

GENERAL FINDINGS FROM DISCUSSION PANELS

Target Population TV Discussion Panels outlines in detail the findings obtained from the panel discussions. The following paragraphs summarize them.

Some target groups aren't well defined at all. Those that are seem bound by some common characteristic:

Mexican-Americans

Senior Citizens

Handicapped

Women

Professional and White Collar Workers

Of these five, the Professional and White Collar Worker group is the least cohesive. The Women's group can be divided into two subgroups: activists, those who are striving for a redefinition of women's role in society and those we might call passivists, who look to us for those things which might make their present life style more meaningful and more productive.

In a sense, all of the well-defined target groups are minority groups for which the binder is minority status, or have a substantial membership which sees itself as a member of a minority group. This is not as true, of course, for the Professional and White Collar Workers

as it is for the other four. Nevertheless, we found some feeling in our discussions for the unique status of professional persons.

The panelists felt a strong need to overcome the limitations of their group boundaries. Apparently, the forces which motivate them to try to change their group's status arise typically from misunderstanding and prejudice. To help their groups break their group restrictions, the panelists called for programs about employment opportunities, for examples of success, for programs to inform the public about group characteristics and potentials, and for a television programming posture which would improve the self-image of the group.

One area of concern which was common to all groups, including the fifth and sixth graders, was interest in politics and economics especially as these are related to local affairs. This interest may reflect the current political and economic crises as much as it does any long-term concern for political and economic affairs.

Many of the target groups with whom we held discussions considered themselves to be large untapped resource reservoirs. These include the Mexican-Americans, the women, the senior citizens, the handicapped, and the young. Tapping the resources is a function of educating society about the potential and actual resources available from these groups.

Except for fifth- and sixth-grade children, all of the target population groups expressed considerable interest in health care and consumer economics. Almost always the interest was expressed

in terms of the specific group. For example, women talked about prenatal care and child rearing; senior citizens discussed health matters more closely akin to geriatrics.

Our panelists had little to contribute concerning specific delivery techniques. However, it seemed clear from what they called for--examples to follow, programs about typical life situations, and the like--that they would consider dramatization to be more effective than documentation. Overcoming the apathy decried by the panelists depends, more than anything, upon involving people emotionally. Dramatization, in their view, is the most effective means of accomplishing this.

LAY REACTIONS TO PANEL DISCUSSIONS

Persons from the community were invited to visit the KOCE studios to view video tapes of the panel discussions and to evaluate them in terms of their own feelings as well as in terms of our interpretation. This was done for each of the five population groups which we found to be fairly well-defined. Persons invited to participate in reactor group discussions came from three sources. Some had been contacted the previous fall during a telephone canvass of Orange County (Audience Analysis Telephone Survey) and had answered positively to an inquiry as to whether or not they would care to participate in a discussion group considering the purposes of KOCE. Others had been recommended to us as possible members of the original discussion panels but did not participate; still others were recommended by those who were invited to serve on the reaction groups but who could

TARGET GROUP	REACTOR GROUP SIZE
Mexican-Americans	10
Senior Citizens	17
Handicapped	24
Women	21
Professional and White Collar	16

TABLE II

REACTOR GROUPS

not. Table II shows the size of each of the five reactor groups. The discussions were held in February and March, 1974.

After viewing an abbreviated version of the video tape of the original panel discussion, reactors were asked to write down one thing that KOCE could do that would be of most value to their group. These matters were then discussed. Near the close of the meeting the reactors ranked by priority order those observations made by the project staff about the needs of the target groups as resulting from the panel discussion. Combining the initial discussions from the panels with comments from the reaction groups, we arrive at specific findings which deserve attention. These are organized in the pages that follow into general observations about the needs and problems of target groups, educational and public service ideas for KOCE and verbatim presentation of written comments made by the reactor group members. The general observations and educational and public service ideas are presented in rank order as assigned by the reactor groups.

Readers preferring to skip these detailed matters should turn to page 27 for a summary.

Mexican-Americans

Rank Order	General Observations
1	Because of ignorance of schools, Mexican-American families are typically afraid of them. This is particularly true for parents. Television could possibly help to break down the barriers that have been brought about by fear and anxiety. It might help parents to accept education as a means to economic and social success. A closer liaison is needed between parents and schools.
2	The barrio population needs exposure to successful Mexican-Americans. They need to find out how the successful ones made it, and they would profit from exposure to success models. Too many of the successful Mexican-Americans leave the barrio forever.
3	It is important to sell the Mexican-American culture and heritage in Orange County, not only to Mexican-Americans but to Anglos and other ethnic groups. This will help to develop a stronger, more positive Mexican-American ethnic self-image.
4	The Mexican-American population in Orange County is increasing to a greater extent than is its political representation. Young Mexican-Americans, however, are awakening to political life.
5	Non-English speaking students should be recognized as persons to be educated in their native tongue rather than as disadvantaged who need remedial treatment.
5	Anglos need to be convinced that the Mexican-American community represents a fertile pool of human talent.
6	Mexican-Americans must be convinced that education is an important prerequisite for economic well being in the United States.

Rank Order	Educational and Public Service Ideas
1	Develop programs which show various aspects of the Mexican-American culture and its contributions to Orange County life.
2	Distribute programs discussing political action and how the Mexican-American community can use the Orange County's political system to further its own betterment.
3	Produce instructional programs in Spanish for use by local school systems.
4	Prepare programs demonstrating the values of education economically, socially, and personally, particularly as these values relate to Mexican-American youth.
5	Broadcast a series of panel discussions about the Mexican-American community directed to both Mexican-American community and all other ethnic populations in Orange County. Such a series could answer many of the needs identified in the outcomes enumerated.

Verbatim Comments

Describe the working situation of majority Chicano population.

Religion and culture have created a barrier in the self-confidence, self-actualization of the self for Mexican-Americans.

The alluding to self-identity—value as a person by Mr. Sal Mendoza (panelist) was excellent.

Teach all ages speech, citizenship, cooking, marketing, and diet.

Show where education is happening—private and public—forums or seminars.

Examine the drop-out problem of the 16 to 18 year old youth and what to do about it.

Show cultural programs that teach self-identification.

Develop programs related to the world of employment--available opportunities and how to reach them.

Make a commitment to the development of Chicano telecommunication experts to produce, initiate, and develop programs without you gentlemen having to resort to this outreach technique. I don't know if you see this as a legitimate responsibility, but I can't see how you can fullfill your desire to develop programs interesting to Chicano community without hiring--even on a project basis minimally--some bilingual staff.

Programs about Santa Ana emphasizing the problems facing this city.

Broadcast information which people need to help their family and their community to become aware of community resources, i.e., mental health and educational institutions.

Provide educational programs to help develop the Spanish-speaking in their own home; English as a second language, personal development, etc.

Offer preschool programs geared to work with both child and mother.

Develop programs to motivate the Mexican male into participation in organizations--profiles of successful Mexican leaders--to motivate youngsters.

Show more Chicano family programs.

Broadcast more programs with talking panels.

Information about Chicanos, style of cooking, feelings, etc.--through TV brings togetherness especially within county

Broadcast educational programs in both Spanish and English.

Most of the things I would like to mention were said at this Chicano panel.

I did not like the paternalistic attitude of moderator especially in the closing comments.

The tape only touches on social conditions which create problems--housing, jobs, education, discrimination with little depth.

Providing educational programs for schools--I see confusion in role of Channel 50.

Employment problem--viewed as lack of awareness and fear. There shouldn't be difficulties but there are.

Training Chicanos in telecommunications

Communicate with the public inttheir environment.

Consider people's real needs in relation to the services being provided: 1) Is welfare providing for the needs? 2) Is employment being exploited by the department of employment? 3) Are schools really educating or providing jobs for "teacher" and habitats for children? 4) How much "poverty" money really filters down to the needy after administrative salaries are taken? 5) Is the health department really aware of the needs in the county?

Are the manpower educational programs meeting their objectives?

What forms are used to inform the public of the adult educational programs?

Dramatize issues.

Where are the points and issues that unite a community?

How much is spent on educational $ for inservice training (cultural awareness)?

Vocational/occupational exposure with success models

Spanish/English commentaries

Infusion of KOCE programming into the Mexican-American community

Continuation in commitment to reach broad community

Show how to interview for a job.

Broadcast an English as a second language course on TV for the community (not college credit) with vocational aspects to its teaching bilingual or Spanish citizenship.

Broadcast bilingual programs in consumer education for the community.

Perhaps Channel 50 could introduce programs related to different styles, cultures, and behavioral differences of peoples in an effort to better understand human relations.

Provide representative community programs, those which portray a positive image of the various representative groups. Be an avenue by which all people may express themselves, i.e., announcements of activities, news. Especially, be available to actually televise community programs.

Broadcast television courses in English, citizenship, etc.

The programming of Channel 50 should include programs of cultural interest to Mexican-Americans, i.e., the history of the Californians, the early northward imigration and the sociopolitical relationship between the U.S. and Mexico.

Being a viewer of KOCE-50, I am particularly pleased with Focus Orange County and the Chinese Way.

The programming should also include classes in English as a second language, etc., and bilingual programs.

Broadcast a profile of various governmental services; i.e., you and social security, the Department of Vocational Rehabilitation, unemployment insurance, etc.

Teach English (with Spanish), cooking, citizenship, shopping, diet needs, money, legal interest rates, Sesame Street.

How about "on-the-ground filming" of social events.

Programming in Spanish regarding the following themes: 1) educational opportunities; 2) allowing community issues to be discussed—objectives to find solution; 3) regular prime-time programs with bilingual staff; 4) television for children, also focus on women.

Senior Citizens

Rank Order	General Observations
1	Senior citizens need contact with other people.
2	Senior citizens can best help themselves through political action.
3	Society wastes many good minds by forcing retirement at arbitrary, chronological ages.
4	Retired persons often view themselves and are viewed by society as having been put on the shelf, set aside as obsolete or worn out.
5	College credit is not very important for senior citizens.
6	Senior citizens feel intimidated by the youthful atmosphere of the college campus.
7	We do not understand the nature of the "generation gap."
8	College courses for senior citizens should be of short duration.

Rank Order	Educational and Public Service Ideas
1	Broadcast public announcements and informational programs directed specifically to senior citizens providing information about special events, services, programs, transportation, and volunteer services.
2	Develop programs about the economics of retirement which would provide financial aspects of pensions, social security, medicare, and annuities. The programs would provide information on maximizing value received from income spent, a sort of consumer economics for senior citizens.
3	Offer programs describing legislation beneficial to senior citizens. The programs would discuss various governmental activities providing financial and other aid to senior citizens, would describe how to tap these benefits and who qualifies.

4 Develop a series entitled, perhaps, "Life Begins at 60." The series would describe how one starts a second life after retirement. It would depict, as examples, individuals who have started a second or otherwise built an entirely new life style following retirement.

5 One should not wait until the day of his retirement to prepare for retirement. Offer programs helping senior citizens prepare for it. These programs would be aimed at those who face retirement within the next few years. They would identify areas of interest and activity that retired persons have found to be rewarding. They would help prepare for changes in life style occasioned by reductions in income as well as those brought about by the loss of contact with professional and occupational colleagues.

6 Distribute political action programs for senior citizens which would describe how to work the system, would identify lobbying groups, would specify how they may be contacted, and their particular areas of interest. The programs would identify legislators sympathetic to the problems of senior citizens as well as agencies providing benefits to the elderly.

7 Prepare one or two programs treating health and nutrition topics for senior citizens. These topics would treat matters of particular concern to those over 60 years of age or who are approaching that age bracket.

Verbatim Comments

Transportation and housing are two very serious problems.

These (observations and ideas) seem superficial to me. Senior citizens are young people grown older and have most of the same general characteristics of the general population but with some special needs.

People who are work-oriented still need some work opportunities where they receive remuneration and feel they are doing an important job.

Need more discussion groups

Courses should be daytime and off-campus.

Transportation is an extremely important problem.

Locate and publicize sources of information of particular concern to the elderly.

Develop and broadcast employment opportunities.

Motivate people into activity.

Volunteer transportation.

A program around the emotional preparation for retirement and the emotional problems generated by retirement especially if complicated by illness, loneliness, etc.

How to travel inexpensively; tours, bus, etc.

Appreciation of art, music, etc.--religions of the world--what programs churches have for volunteers--psychological aspects of aging

Handicapped

Rank Order	General Observations
1	Handicapped people should be hired for the skills they possess, not because they are disabled. As with other minority groups, handicapped want to be treated on an equal basis with the majority.
2	The first concern of handicapped or disabled people is for employment.
3	Obstacles faced by the handicapped are often created for them by normal society, rather than by them or as a result of their infirmities.
4	Handicapped people need to learn how to make decisions for themselves, often after a lifetime of having somebody else make them.
5	Individual abilities of handicapped persons should be measured as a means to help them in career selection.

6	Handicapped people are often characterized by "I can't" attitudes; they need reinforcement of "I can" feelings. Like others, the handicapped will perform up or down to expectations.
7	Handicapped persons need help in establishing personal goals and devising plans for reaching them.
8	Television courses should have visual interpretation of audio information in order to be consumable by the deaf.
9	Those who are handicapped need to be shown other handicapped who are successful in the normal world.

Rank Order	Educational and Public Service Ideas
1	Offer programs directed toward parents. These would help, for example, in teaching parents how to cope with handicapped children.
2	Present programs describing opportunities for employment for the handicapped and showing how the handicapped can prepare to work in those occupations.
3	Deliver programs to employers presenting handicapped people as a source of productive workers.
4	Organize televised volunteer centers. Such a program could operate as a clearinghouse to match the needs for volunteers with the availability of persons willing to serve.
5	Prepare a series of programs for the deaf which would provide news, dramatic productions, public announcements, and consumer information with visual interpretation.

Verbatim Comments

Public should be made aware of the reality of all the handicapped.

Offer solution suggestions.

Develop positive self-image and self-confidence.

Make the general public aware of the problems and solutions of all disabled people such as 1) employment 2) elimination of barriers, 3) housing 4) money for people to beat the bushes for the disabled.

Should deal with mentally exceptional (disabled) individuals.

The public should become aware of the disabled individual's problems, hopes, feelings, etc. so as to wipe out the prejudices against those who aren't "normal" (disabled).

Show realistic view of the life style of the totally disabled person: no idealism.

Deliver programs to the public (employers, parents, other handicapped/disabled people, etc.) presenting disabled persons overcoming their handicap in vocational, social, educational, etc. situations.

Try to educate the disabled person and make him feel he is on an even basis with a nonhandicapped person. Performance is what really counts. Make the disabled person aware of this.

New laws concerning handicapped should be presented. The public could be brought together with legislators.

There could be additional panels: 1) personal views of the disabled 2) disabled and employers--confrontation exchange of ideas and feelings on the subject 3) definition of disabled, retarded, etc. Basically, the public needs to be educated.

Programs to the public in the context of a situation comedy or drama. These programs would possibly attract large, heterogeneous populations of disabled people including children with disabilities who could use other similarly disabled children or adults in these programs as behavorial models or examples of success and achievement. General public, including employers, might decrease prejudicial attitudes toward disabled; parents could get encouragement as well as information regarding how to approach helping agencies' services available.

Panels that deal with specific areas of the disabled.

Surveys of different buildings showing elimination of barriers and ones that still have barriers. Show both on TV.

Stress disabled need help--not pity. They want to be productive citizens like nondisabled people.

Program stressing the importance of all the different agencies working together to help the disabled.

Stress what is already available for the disabled.

Program should not include only experts in the field of educating, training, etc. of the handicapped. The disabled can often put over a point more easily and from first-hand experience.

A panel discussion show with "handicapped" members of the community participating. Also guests who have achieved their goals although being handicapped. The program could be moderated by a handicapped person. Telephone calls from the viewing audience could be answered by the panel members. This could help bridge the communications gap between the handicapped and the nondisabled.

Make the public aware of the positive attitude that handicapped people have and how the nonhandicapped can relate to them as not to feel uneasy or uncomfortable with them.

Make the public aware of the need for job placement for handicapped people.

Accent the positive--show what the disabled are doing. Educate public--40% of physically disabled are unemployed (those that have worked and are able to work) due to transportation and architectural barriers in places of employment.

Convey to parents what is available to their handicapped children in Orange County--public schools, private agencies, etc.

Assist parents by providing resources available to them in the community.

Describe the legal rights of the handicapped.

Make public more aware of the handicapped--difference between mentally ill, mentally retarded, and handicapped (mentally ill and mentally retarded are very different from handicapped).

Channel 50 can help the handicapped by advertising for volunteers to participate in some programs that could be set up for the handicapped. One such program could be a panel to help familiarize the public with the needs and necessities of the disabled. Most disabled people perform as well and better than nondisabled persons in a job.

Subtitles would benefit the deaf.

Explore the role of the mentally retarded with regard to involvement in the community. The mentally retarded are the third largest minority group.

Give the public information and education on our large deaf population. They are a minority group that has been much neglected.

I would like to see KOCE take a close look at the mentally retarded--the cost of placing the retarded from state hospitals to 24-hour care homes or schools. The drop in error money given these places compared to the money given the state hospitals and the care and guidance is expected to be better than the state care ($283 a month for private vs. $800 to $1,200 a month for state hospitals). The public is ignorant regarding the handicapped.

To provide interpreting services in manual or sign language of news events, special interests programs for the deaf

Women

Rank Order	General Observations
1	Information about specific skills or job requirements is not enough. The individual must be able to overcome fears and self-doubt, to be able to imagine him or herself in a new role.
2	Women at home with small children could benefit from television programming directed toward their needs.

2	If they wish to influence the system, women need to understand how county and local governments operate.
2	Many older women who have raised their families want to get back into the work force to do something for themselves.
2	Women's self-image is partly formed by the roles women play on TV which influences and limits them. Women need role models and to see women active in a wider range of jobs.
3	Women need part-time educational opportunities, including credit courses leading to degrees.
3	Poverty-level women and unwed mothers in particular need to know more about family health care, consumer economics, and budgeting.
4	It's important for a woman to know about all aspects of her own health, including anatomy and physiology, veneral disease, and birth control.
4	Parents want help in child-raising.
5	Women need to know about nutrition, because they usually buy and prepare the food for others.
6	Television advertising leans on the male voice of authority to sell products.
6	Older women are sometimes fearful of getting out in the world, and of enrolling on a college campus.

Rank Order	Educational and Public Service Ideas
1	To provide new role models, particularly for young girls, present a series of programs on women who are successful in less traditional activities such as architecture.
2	Give both credit and noncredit courses on women's issues, including women in history and women writers and artists.

3 Present information on family health care, nutrition, and consumer economics.

3 Make programming on economic issues relevant to women viewers by relating them to specific issues: inflation and food budgeting, fuel shortages, etc.

4 Offer credit courses leading to a degree, and publicize their availability.

5 Provide programming which explains the workings of county and local governmental bodies, as they relate to current issues.

5 Broadcast programs publicizing jobs available in Orange County, including part-time and volunteer work, and the skills they require.

6 Give refresher courses for women wishing to return to their particular occupation.

7 Present aspects of women's specific health care needs, including preventive techniques.

7 Broadcast travel, art and other leisure-activity courses for older women.

8 Offer courses related to affirmative action programs, to prepare women for supervisory or managerial positions.

Verbatim Comments

Hope you will incorporate all of the above issues listed in planning.

Information about the status of the older woman who needs confidence to get into a meaningful involvement.

Offer career education to people at various age levels, also a series in changing life styles of man in Orange County.

The majority of women would rather watch soap operas and game shows, carft and home improvement programs would be a welcome relief from "heavy stuff."

How do people find the help they need? Services available? Armchair psychologist with written questions or call in

There are so many government and local agencies to help women in the home that women need help to get out into the world and be part of it. Women can get tired of home, babies, and family problems, bring a little romance and joy into their lives.

Mental health--include alcoholism, educational programming, learning disabilities

Series devoted to developing human potential in all people, series on family relation, harmony between all generations

If role models are presented to women, do not make them out to be "superwomen."

Programs publicizing jobs will bring the largest audience.

A program on women who have achieved successful careers after raising a family.

I feel it most important that the public would benefit if informed of your programs in advance. Somehow we must know to watch.

Make people more aware of ways to deal with interpersonal relations, parent, child, teenager.

I suggest a program on employment discrimination concerning women regarding salary, promotion, living practices, etc. in the country and opportunities available.

Glorify single life, choose not to marry.

Programs covering culmination of study topics of various groups in our county. Excellent and exciting activities take place in groups, clubs and often others could benefit from information gathering.

A sequence similar to the program shown Tuesday mornings on Channel 2 by USC regarding pregnancy from conception, prenatal care, nutrition, labor, birth, etc.

Instruction in crafts (macrame, etc.)

Child psychology, arts, crafts, book reviews and literature appreciation, human development.

Class in prenatal care of baby and mother.

Divorce, facilities and services locally available to newly divorced woman, (legal information also); indepth interviews with locally prominent females, also women who have developed a vocation after raising a family

Interior decorating, gardening, local politics

Banking for women, meeting of people to people from all over the world to learn each other's culture

Professional/White Collar Workers

Rank Order	General Observations
1	There is no countywide news medium now available to report on local events. Orange County news is our number one viewing need.
2	Channel 50 shouldn't imitate Channel 28 but should instead concentrate on Orange County life as its particular area of interest.
3	It's important to inform and interest the public in the political process so they can make their influence felt.
4	Television should be used to make economic problems, such as inflation, relevant and interesting.
4	People are lonely and alienated, especially in rapidly-growing Orange County. They need to find out what others with interests like theirs are doing.
5	Orange County is a special environment, and the lives of local people, especially blacks and Mexican-Americans, should be explored.
5	Individual participation in the common cultural life, rather than passive acceptance of commercial cultural offerings, should be encouraged.
5	Problems like water pollution and rapid transit are most meaningful when explored in a local setting.
5	Television could illuminate the local employment situation by describing jobs available and by taking the viewer inside local industrial firms.

6	Cultural organizations in Orange County are anxious to develop local audiences.

Rank Order	Educational and Public Service Ideas
1	Provide continuing and accurate coverage of elections, local problems, and other Orange County news.
2	Develop programs to inform the public about the political process in Orange County and how it relates to their lives. For example, cover the Board of Supervisors' meetings and those of other government bodies when important, and explore the Irvine Company's influence on Orange County development.
3	Present programs dealing with inflation, transportation, pollution and other problems as they specifically relate to Orange County.
4	Interview people like Senator Dennis Carpenter who are important in local politics. Put them in feedback situations, where people can ask them questions.
5	Broadcast information about current job opportunities for unemployed countians.
6	Show how local people organize politically to affect their own destinies.
6	Present a series of interviews and explorations of the life style of successful minority figures to serve as role models, particularly for minority youth.
7	Broadcast a daily calendar of cultural events in Orange County.

Verbatim Comments

Most important would be a balancing of all the above observations.

I think you have to concentrate very locally. If you try too hard to get into "entertainment" you are running against stiff national competition.

Television is a way of life so it is necessary to reach all people on far ranging subjects of general interests.

Information on a continuous basis should be available on interesting events going on in the county and where further information can be obtained.

Most of all, this channel needs exposure--not enough people are aware as was proven today when I mentioned to several individuals about the discussion on Channel 50 this evening.

Should contain some pure entertainment programs--even if for PR only.

Specials on recreation with safety precautions directed to students

KOCE has a social responsibility to the viewing public.

I believe there is something needed in the area of informing the public about the role of professional/white collar workers themselves--their burdens, obligations, relationship of their impact into the economics and "idea" supply available to society as a whole.

It appears some of the above are actually subissues of others, being ways to implement main issues.

Orange County news roundup or else brief news, politics, issues, culture, etc. (perhaps a synopsis of several of these)

Courses for job enrichment

Highlight local sporting events, personalities, industries.

Programs for people with problems identifying whom they can contact

Present programs which show the kind, extent and involvement of white collar people in service projects for their communities, local disadvantaged areas, etc.

If I could avoid limiting it to KOCE, my needs are: intellectual stimulation and challange; information which will help improve the quality of my life--financial, interpersonal relations; new trends; and recreation--plays, music, discussion on current topics.

Show what is happening in and around Orange County--new developments in just about anything.

Provide programs which include: personal supervision (behavioral); marketing analysis (business trends in general); human relations; affirmative action concepts and trends in opportunities (future).

Offer films aired on specific topics about communications from a managerial point of view, or other topics of special interest to our group, and how to deal with them (problems).

Offer indepth programming on who's who, what industries do and where they are located, etc.

Keep informed about current news items so poorly covered by news media--energy crisis, inflation, etc.

Survey types of jobs available and what they entail for younger generations looking for professions to enter.

Show courses for job enrichment in various professions.

Give legislative development and how they might effect segments of our community such as SB 90.

Keep professionals informed of current government legislation and/or enforcement of regulations which govern working conditions; i.e., pay, benefits, discrimination, etc.

Show ways in which professionals can help the community in which we live, i.e., projects of business and professional groups in, say, underprivileged areas.

Perhaps, provide ideas and opportunities for growth--course for study.

Exposure to local politics

Discussions regarding availability of educational opportunities

Show regular programs involving political aspects of timely topics--both party viewpoints.

Social obligations--getting involved

Give the story of the burdens of the professional and white collar groups their responsibilities, portion of economic obligations shouldered and the fact that a large portion of the ingenuity and problem-solving capacity is required of them all is part of the generally unknown picture in its proper perspective that Channel 50 could help rectify.

Orange County has a record of some of the most innovative social, economic and political thinking and action--often a real pioneering nature--but obtains little TV coverage by the larger channels primarily located in Los Angeles. Local channels have a rich local source of data, information and trends that well covered might find a ready audience.

KOCE should prepare study courses of interest, i.e., communications, report writing, principles of organization, and principles of budgeting to offer individuals or companies for training.

Show voter information for local politics--panel discussion of candidates, etc.

Perhaps, show employment information and opportunities broadcast on TV.

Presentation of periodic programs relating to specialized areas. This could offer an update in various fields, or on developing trends.

SUMMARY

The following lists summarize the results of the panel discussions and reactor group sessions discussed in the preceding pages. We recommend that readers interested in a particular target population group study the ideas, observations, and comments presented earlier for that group in some detail.

Mexican-Americans

1. Out of perceived hostility from schools and school officialdom, language barriers, and perhaps from ignorance, Mexican-American families fear schools and education.
2. Successful Mexican-Americans (successful, that is, in Anglo terms) leave the barrio forever thus depriving it of examples to follow.
3. Both Mexican-Americans and Anglos need to be better informed as to Mexican cultural heritage and tradition in Orange County.
4. Spanish and bilingual educational opportunities are vitally necessary for the barrio population.

Senior Citizens

1. Preparation for retirement, perhaps as much as ten years in advance, is important.
2. Opportunities for contact with others are needed.
3. A source of information about events, services, and legislation would benefit all senior citizens.
4 Senior citizens can best help themselves through political action.

Handicapped

1. The handicapped are primarily concerned with employment. They want to be treated on an equal basis with the nonhandicapped.

2. Coast should educate the public about the life styles, problems, and assets of those who are disabled.
3. The handicapped need help in building self-confidence, learning to make decisions, self-assessment, and personal goal formulation.

Women

1. Women need help in adapting themselves to new roles and in changing their self-image.
2. Health care, nutrition, consumer economics and family planning are important areas of interest, particularly for poverty-level women.

Professional and White Collar Workers

1. Orange County news, politics, and economic situations are of primary importance to white collar types.
2. Employment information and career change possibilities are of interest. White collar persons worry about employment, too.

Specific findings about other target population groups can be found in Target Population TV Discussion Panels. The needs identified for these groups, however, are often congruent with those shown for the five well-identified groups discussed here. Their treatment would not benefit necessarily from identification with a specific population group.

CONCLUSIONS

The most pervasive need expressed by the panelists concerned that of improving the self-image of group members. Members of the most well-defined target population groups need to feel good about being a member, or at least feel that it is okay to be one. Thus, being a woman is good; being in a wheel chair is okay. Probably the best that Coast and KOCE can do about this is to adopt programming postures that show respect for the unique qualities of these groups and of individual members.

The most practical need for all groups has to do with employment and what to do with one's life. By employment is meant both vocational and avocational pursuits. Concern for employment was expressed by the participants in a number of ways: by calling for programs helping youngsters make initial career choices, helping middle-aged types to change careers, programs to prepare persons for retirement, and programs which free occupational opportunities from constraints imposed by tradition, prejudice, and convention. The greatest service that Coast can do for its community, judging from the comments made by our participants, is to help people make their lives rewarding. This can be done by giving them the skills and knowledge needed to become productive.

More specifically, the most important single thing that the Coast Colleges, with KOCE, can do is to provide television programs about career fields, employment opportunities, industrial surveys of Orange

County, and employer education. These programs must be backed up with college-based educational activities to prepare people for both vocational and avocational work opportunities.

KOCE should become a focal point for Orange County news and a source of information about services for special groups, cultural events, and other Orange County affairs. For example, senior citizens need information about transportation and social events; the handicapped need it concerning volunteer services. Programs about political events, city council and Board of Supervisors' actions, and economic characteristics should be inaugurated as soon as possible.

There is a need for grassroots involvement in developing educational and public service activities. Sooner or later every group with which we talked brought out the necessity for personal contact and human-to-human interface as important components of any program devised to meet the needs of Orange County. Close and meaningful liaison with the community is called for; a liaison which goes far beyond the all-too-frequent rubber stamping characteristic of community advisory groups. As one of our participants put it, "I don't know if you see this as a legitimate responsibility, but I can't see how you can fulfill your desire to develop programs interesting to the Chicano community without hiring, even on a project basis minimally, some bilingual staff." A similar point was made at the women's reactor panel: "How come there are no women in decision-making positions on the KOCE staff?"

Throughout our proceedings in working with panelists and reactor groups, we behaved as if the Coast Community College was doing nothing whatsoever to serve the needs of these various target populations. In addition, the participants adopted the attitude (against our intentions, incidentally) that their purpose was to discuss how *television* could best serve their groups, rather than the broader picture of how the higher educational enterprise as exercised by their community colleges could do that. Both of these characteristics of our series of discussions need to be dealt with thoughtfully. Our colleges, in fact, already address the needs of many of these population groups. Golden West College, for example, has a program for women; Orange Coast College has summer programs for high school students most of whom turn out to be minority group members; Golden West has probably the best program for the hearing impaired in the United States; Orange Coast has long been considering educational programs for the physically handicapped.

A comment heard at almost all of the panels and discussion groups voiced the realization that a television station cannot, after all, solve all of the social ills of the community. In fact, it is nothing more than a communications medium; it should not be thought of as anything more than that. This is true, of course. However, we would be mistaken to assume that a television station working in concert with two community colleges cannot be a means of social change.

KOCE has demonstrated to almost everyone's satisfaction that it is an accomplished one-way communications medium. Similarly, Golden

West and Orange Coast are both well known for their atmospheres of two-way communication, of human interaction, and of dedication to improving their community. Together, the colleges and KOCE can provide both the mass communications and the close human interaction requisite to the needed social changes enumerated by our panelists and reactor groups.

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